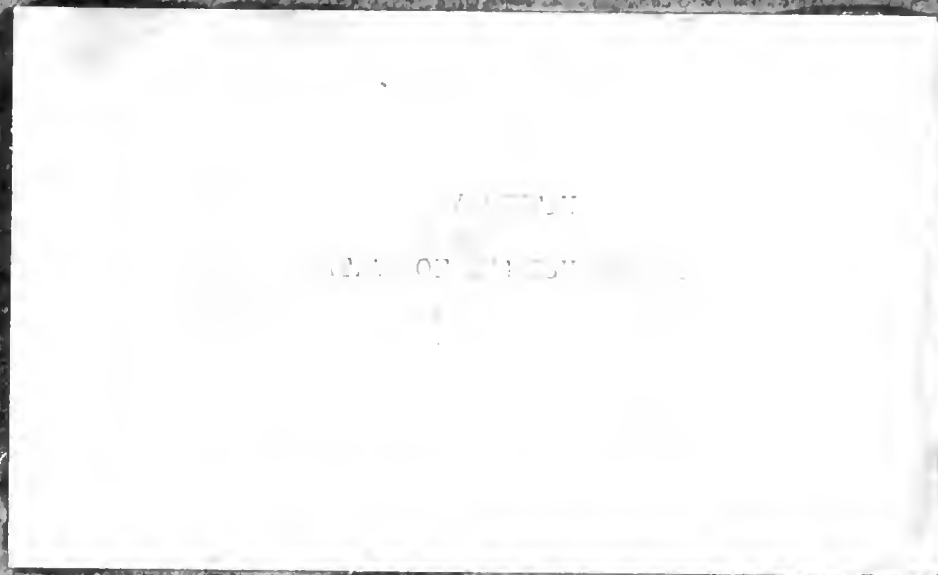


PE
III 3
VIIa

A
A
0
0
0
0
3
5
7
4
4
5





THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES

GIFT OF

Katherine Burchell Siemon



PROFESSOR MEIKLEJOHN'S SERIES

AN ATLAS
OF
ENGLISH GRAMMAR
TO BE USED ALONG WITH ALL GRAMMARS

BY

EASTON S. VALENTINE, M.A.

SECOND ENGLISH MASTER IN THE HIGH SCHOOL OF DUNDEE

LONDON: SIMPKIN, MARSHALL, HAMILTON, KENT AND CO., LIM.

ST. ANDREWS, N.B.: Published by A. M. HOLDEN

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

<http://www.archive.org/details/atlasofenglishgr00vale>

PREFACE

PE
1113
Villa

It is the purpose of this book to present in a series of Tables the Parts of Speech, the Syntax and the Analysis of English Sentences, and thus to furnish a bird's-eye view of Grammar as taught in Schools. Since each Table may be regarded as a map in which the learner has constantly before him the relation of the part to the whole, the name *Atlas of Grammar* may seem not inapplicable.

Clear mapping-out being thus the chief aim, details and exceptions have been as far as possible avoided. But though mere word-lists of irregularities in gender, number, comparison, conjugation, etc., must be sought for in Grammars whose purpose is exhaustive treatment and not pictorial design, the place of the most important exceptions has been noted, and so noted as to make the learning of them easy. Throughout, indeed, the object has been to make the eye assist both the understanding and the memory. The fault of most Grammars—even of the best—for school purposes, is that the pupil has too many explanations to read. He mistakes the unimportant for the essential, fails to distinguish between what has merely to be read, and what is meant to be committed to memory; in short, he cannot see the wood for trees. But, if such explanations be given in class by the teacher, and the principles, as here tabulated, be committed to memory by the pupil, a great gain will be effected in time, in interest, and in firmness of grasp. Nor does the use of this book restrict the teacher to a deductive method; these tables will prove useful as recapitulations of lessons in which the definitions have been reached **inductively**. Time saved from mere book-work may well be devoted to systematic practice, to which in importance it stands in inverse ratio. A thorough-going set of Exercises and Examination Papers has been prepared to accompany Professor Meiklejohn's *Grammar of the English Tongue*.

The *Atlas of Grammar* will perhaps be most effectively used if the teacher will build up on the black-board the Table, or the part of the Table, that forms the day's lesson, questioning and explaining as he goes along. And it is thought not unreasonable to claim that the pupil who can reproduce these Tables with intelligence will possess a very fair knowledge of the leading principles of grammar. This book—which may be used along with any Grammar—is adapted for (1) Junior Classes, the definitions being simple and yet accurate; (2) Senior Classes, where a rapid revisal of the work of previous sessions is required; (3) Students in Training Colleges, for whom it is all-important to know how best to place on the black-board a lesson in the subject they are teaching; and (4) Candidates for University local and preliminary examinations, or for the Civil Service.

In preparing these Tables I have made constant use of such standard Grammars as those of Abbott, Mason, Meiklejohn, and Morris.

I cannot conclude without acknowledging the kindly sympathy and the valuable suggestions of many professional friends, and especially the encouragement and ready help of Professor Meiklejohn, St. Andrews; G. R. Merry, Esq., LL.D., Rector, High School, Dundee; J. B. Charles, Esq., M.A., Head English Master, High School, Dundee; and A. T. Watson, Esq., M.A., Rector, Dumbarton Academy.

Any criticisms, suggestions, or corrections that readers of the *Atlas of Grammar* may favour me with will be highly valued.

EASTON S. VALENTINE.

July 1890.

DIVISIONS OF GRAMMAR

I. Definition of Grammar

Grammar is the science of language ; that is, the systematic statement of the facts and laws of words.

II. Divisions of Grammar

Orthography (=the Grammar of Letters); Etymology (=the Grammar of Words); Syntax (=the Grammar of Sentences).

ORTHOGRAPHY

Orthography treats of sounds and their written signs—Letters.

The Alphabet is the complete collection of letters used in the language.

[Greek α , β = English a , b , (ϕ).]

In an alphabet the rule ought to be,

(1) One sound, one letter ;

(2) One letter, one sound.

The English Alphabet is very inconsistent : *c.g.* (1) There are 43 sounds but only 26 letters ; (2) Several letters have more than one sound.

(*cp.* the long \bar{a} sound in *fute, sleigh, gauge*, etc.)

(*cp.* a in *father, want, all, fame*, etc.)

| | | TEST ↓ | HOW FORMED ↓ | EXAMPLES ↓ |
|---------|--------------|---|---|--|
| LETTERS | VOWELS : | pronounced without aid of other letters | SIMPLE VOWELS = the breath <i>unchecked</i> | $a, e, i, o, u, (w), (y)$. |
| | | | DIPHTHONGS = two vowels sounded together | (heard in) <i>now, bite, high, mute, boy.</i> |
| | CONSONANTS : | pronounced only with aid of vowels | SPIRANTS (<i>h</i> , etc.) | by 1. Throat (GUTTURALS) ; h : k, g . 2. Palate (PALATALS) : r, y, j, ch . 3. Teeth (DENTALS) ; l, s, z : t, d, n . 4. Lips (LABIALS) ; f, v : p, b, m . |
| | | | MUTES (<i>k</i> , etc.) | |

ETYMOLOGY

Etymology treats of (1) the **Inflexion**, (2) the **Classification**, (3) the **Derivation** of words.

[**SYNTAX** (*v.* TABLE X.).]

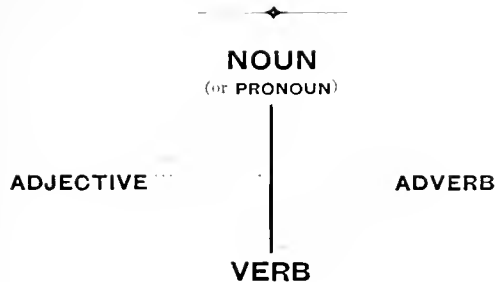
PARTS OF SPEECH

There are **eight** classes of words or parts of speech.

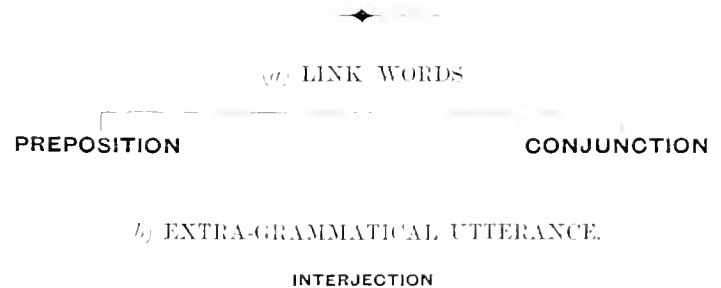
Words are classified in English according to the duty that they perform in a sentence.

Thus, "*iron*" may be noun, adj., or verb.

INTERRELATIONS OF THE CHIEF PARTS OF SPEECH.



THE REMAINING PARTS OF SPEECH



Definitions of the Parts of Speech

- | | | |
|---------------------------------------|----------------------|---|
| 1. A Noun | is a word used | as a name. |
| 2. A Pronoun | is a word used | for a noun. |
| 3. An Adjective | is a word used | with a noun. |
| 4. A Verb | is a word that tells | what a thing does. what is done to a thing. in what state a thing exists. |
| 5. An Adverb | marks | when? where? how? or, why? |
| about a Verb, an Adj. or another Adv. | | |
| 6. A Preposition | is a word that | joins words. |
| 7. A Conjunction | is a word that | joins sentences. |
| 8. An Interjection | is | a mere exclamation |



NOUNS

I. Definition

A Noun is a word used as a name.

II. Kinds of Nouns

| | | | |
|-------|--------|--|--|
| NOUNS | PROPER | = a person's or place's own name : | <i>Shakespeare, London.</i> |
| | COMMON | CLASS NAMES = the name of each individual in the same class of things : | <i>boy, tree, bread.</i> |
| | | COLLECTIVE = the name of a collection of individuals : | <i>cavalry, jury.</i> |
| | | ABSTRACT = the name of a quality , an action, a state, a science : | <i>whiteness, to play, sleep, grammar.</i> |

III. Inflexions of Nouns

Nouns are inflected (changed in form) to mark Gender, Number, Case.

(a) GENDER

The form of the Noun that indicates the Male or the Female Sex.

MASCULINE

FEMININE

COMMON
(either)

NEUTER
(neither)

Three ways of marking gender in English :— (1) Suffixes { *-en-ster* *rizen (=she, for), spinster,*
-ess *sorceress, actress, lioness,*
-ine-a-trix *heroine, donna, testatrix.* (2) Prefixes { *man-* *man-servant,*
maid- *maid-servant,*
he- *he-goat,*
she- *she-goat,*
etc. (3) Distinct Words { *father,*
mother,
etc. etc.

(b) NUMBER

The form of the noun that indicates one or more than one

SINGULAR (*for one*).

PLURAL (*for more than one*).

The Plural is formed from the Singular :

(1) (and usually) by adding **-s** or **-es**, *books, brushes* ; (2) by adding **-en**, *oxen* ; (3) by vowel change, *men*.*

(c) CASE

The form, or function, of the Noun that shows relationship to other words in the sentence.

| NAME OF CASE. | NOMINATIVE | POSSESSIVE (<i>genitive</i>) | OBJECTIVE (<i>accusative</i>) | OBJECTIVE (<i>dative</i>) | NOM. OF ADDRESS (<i>vocative</i>) |
|----------------|------------------|--------------------------------|---------------------------------------|-----------------------------|-------------------------------------|
| USE OF CASE. | Subject of Verb. | Marks ownership. | Direct Object of Trans. Verb or Prep. | Indirect Object of Verb. | An interjectional use. |
| TEST QUESTION. | who ? what ? | whose ? of what ? | whom ? what ? | to, or for whom ? or what ? | |
| TERMINATION. | (lost). | 's, 's' (often). | (lost). | (lost). | |

The Possessive Case is the only one inflected in modern English nouns.

To form the Possessive Case add to the { Singular 's (unless euphony forbids) : *John's, Burns's (Moses).*
 Plural 's when the Plural ends in **-en**, or is formed by Vowel Change : *even's, men's.*
 when the Plural ends in **-a** or **-es** : *poets', fore's, ladies', thieves'.*



PECULIARITIES IN NUMBER

PLURALS IN -s

-s has its own (sharp) sound
after
p, k, t; th, f:
taps, books, cats; baths, beliefs.

-s has the (flat) sound of z
after
b, g, d; dh; m, n, l, r:
slabs, dogs, rods; mouths; rams, pans, tails, stars.

PLURALS IN -es

-(ve)s
Saxon words ending in
-lf or (long vowel) + f(e)
not oo
change -f into -ve before -s:
wolves, wires; but briefs, roofs.

-es
sometimes after -o
and after
sh, ch (soft), s, z, x, j:
heroes, churches, boxes, etc.

-(ie)s
-y after a consonant becomes -ie:
lady-ladies;
[but -y after a vowel remains]
toys.

TWO PLURALS

brothers; brethren.

FALSE SINGULAR

pea.



FALSE PLURAL

riches.

PLURAL USED AS SINGULAR

news.



NO SINGULAR

tongs.



SINGULAR OR PLURAL

sheep.



NO PLURAL

shame.



CHANGE OF MEANING

spectacle, spectacles.

FOREIGN PLURAL

indices.



NATURALISED PLURAL

indexes.

PLURALS OF COMPOUNDS

sons-in-law, major-generals, va-n-servants.

PRONOUNS

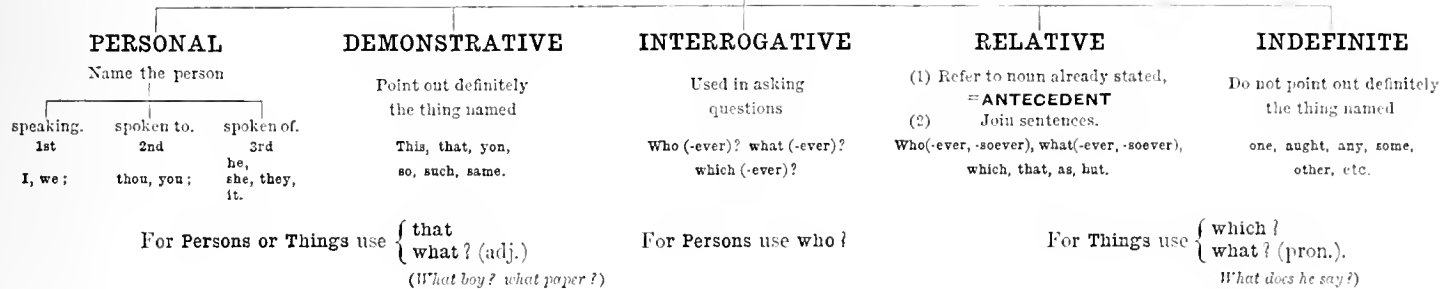
I. Definition

A Pronoun is a word used for a noun.

Many pronouns are used as adjectives.

II. Kinds of Pronouns

PRONOUNS



III. Inflections of Pronouns

Pronouns, like Nouns, are inflected to mark Gender, Number, Case.

Pronouns retain case-endings; Nouns (except in the Possessive Case) do not.

IV. Declension of Pronouns

| FIRST PERSON | | | SECOND PERSON | | THIRD PERSON | | | | INTERROGATIVE AND RELATIVE | | |
|--------------|-----------|-----------|---------------|-------------|--------------|-----------|--------|---------------|----------------------------|----------|---------|
| SINGULAR | | PLURAL | SINGULAR | PLURAL | SINGULAR | | PLURAL | | SINGULAR AND PLURAL | | |
| | MASCULINE | FEMININE | | | MASCULINE | FEMININE | NEUTER | ALL GENDERS | MASCULINE | FEMININE | NEUTER |
| NOM. | I | we | thou | you, ye | he | she | it | they | who | who | what |
| POSS. | mine, my | our, ours | thine, thy | your, yours | his | her, hers | its | their, theirs | whose | whose | [whose] |
| OBJ. | me | us | thee | you | him | her | it | them | whom | whom | what |
| DAT. | me | us | thee | you | him | her | it | them | whom | whom | — |
| VOC. | — | — | thou | you, ye | — | — | — | — | — | — | — |

ADJECTIVES

I. Definition

An **Adjective** is a word that goes with (or qualifies) a **Noun**.

If it stands close to its noun, it is used **attributively**; if separated from it by "to be," etc., it is used **predicatively**. (V. Table XI.)

II. Kinds of Adjectives

| | | | | |
|----------------|---------------|---------------------------------------|---|--|
| TEST QUESTIONS | of what sort? | = adjs. of QUALITY , including | most adjectives and all participles: | <i>white snow; the coming year, fallen leaves.</i> |
| | how much? | } = adjs. of QUANTITY , .. | indefinite words and cardinal numbers: | <i>much snow, some corn; ten men.</i> |
| | how many? | | | |
| | which? | = DEMONSTRATIVE adjs. .. | ordinal numbers, articles, adj.-pronouns: | <i>the first place; that house, my pen.</i> |

III. Inflections of Adjectives

In O. E. Adjectives were inflected for Gender, Number, and Case.

This (pl. *these*), and *that* (pl. *those*), still have Number. Other adjectives are inflected for *Comparison* only.

COMPARISON

COMPARISON

| | | | | | | | | |
|----------------|---|--|----------------------|-------------------------------------|-------------|--------------|--------------|--|
| Degrees | { | mere possession of the quality | = POSITIVE | formed from the positive by adding: | -er -est | or by using: | more most | most dissyllable and all polysyllables |
| | | possession of the quality in a higher degree ¹ | = COMPARATIVE | | | | | |
| | | possession of the quality in the highest degree ² | = SUPERLATIVE | | | | | |

hard, *harder*, *hardest*.
tender, *tenderer*, *tenderest*.

is *loft*, *more loft*, *most loft*.
beau-ti-ful, *more beau-ti-ful*, *most beau-ti-ful*.

N.B.—Some adjectives are irregularly compared, e.g. *good, better, best*; others, because of their meaning, cannot be compared, e.g. *square*.

¹ The Comparative Degree is used when two things are compared.

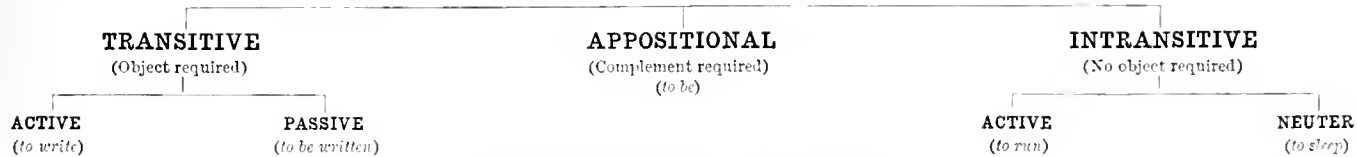
² The Superlative three

VERBS (i)

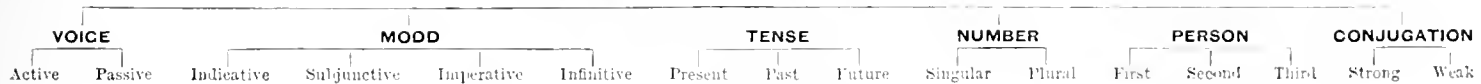
I. Definition

A **Verb** is a word that tells (1) what a thing **does**, (2) what is **done** to a thing, (3) in what **state** a thing exists.

II. Kinds of Verbs



III. Inflections of Verbs



(a) VOICE

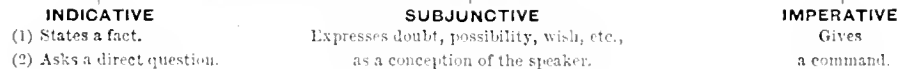
That form of the verb which shows whether the subject is (1) $\left\{ \begin{array}{c} \text{(Active)} \\ \text{the deer} \\ \text{(Here the subject acts).} \end{array} \right\}$ or (2) $\left\{ \begin{array}{c} \text{(Passive)} \\ \text{the real object of the action} \\ \text{(Here the subject is acted upon).} \end{array} \right\}$

(b) MOOD

The way, or mode, in which the action is stated.

Verb Finite

(That part of the verb which is **limited** by Person and Number.)



Verb Infinitive

(That part of the Verb which is **unlimited** by Person and Number.)

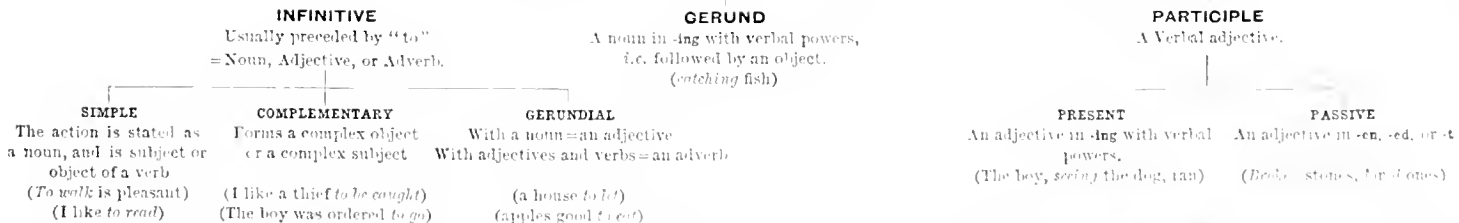


TABLE VII

VERBS (ii)

(c) TENSE

Verbs have various forms to mark (1) the *Tense* (=time), (2) the *State* of the action.

| TENSE = STATE + TIME | PRESENT TIME | PAST TIME | FUTURE TIME |
|------------------------------|---|---|---|
| INDEFINITE STATE | (a) I take (b) I am taken | (a) I took (b) I was taken | (a) I shall take (b) I shall be taken |
| IMPERFECT STATE | (a) I am taking (b) I am being taken | (a) I was taking (b) I was being taken | (a) I shall be taking (b) ——— |
| PERFECT STATE | (a) I have taken (b) I have been taken | (a) I had taken (b) I had been taken | (a) I shall have taken (b) I shall have been taken |
| PERFECT+CONTINUOUS | (a) I have been taking | (a) I had been taking | (a) I shall have been taking |
| EMPHATIC FORM | (a) I do take | (a) I did take | |
| NEGATIVE FORM | (a) I do not take | (a) I did not take | |
| INTERROGATIVE FORM | (a) Do I take? | (a) Did I take? | |

(a) *Active.*(b) *Passive.*

Auxiliaries

In the above table all tenses except "take" and "took" are formed by means of the Auxiliary (=helping) verbs,—

BE, HAVE, SHALL, WILL, DO.

Use { **BE** along with a participle for (a) Imperfect State, (b) Passive Voice.
SHALL (WILL) in the Future Tenses.
HAVE in the Perfect Tenses.
DO in Interrogative, Negative, and Emphatic Sentences.

(d) PERSON and (e) NUMBER

The form of the verb that shows whether the Subject is { First, Second, or Third Person (v. *Pronouns*).
 Singular or Plural Number (v. *Nouns*).

Personal Endings

| | Singular | | | Plural | | |
|-----------------------|-------------|-------------|---------|--------|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 |
| Old Forms still found | -m (am) | -t (art) | — | — | — | — |
| Forms now in use | (Present) — | -st | -th, -s | — | — | — |
| | (Past) — | -st | — | — | — | — |

From the above it will be seen that there are few inflexions of verbs in modern English. Indeed, **strong** verbs have but **seven** forms, and **weak** but **six** :

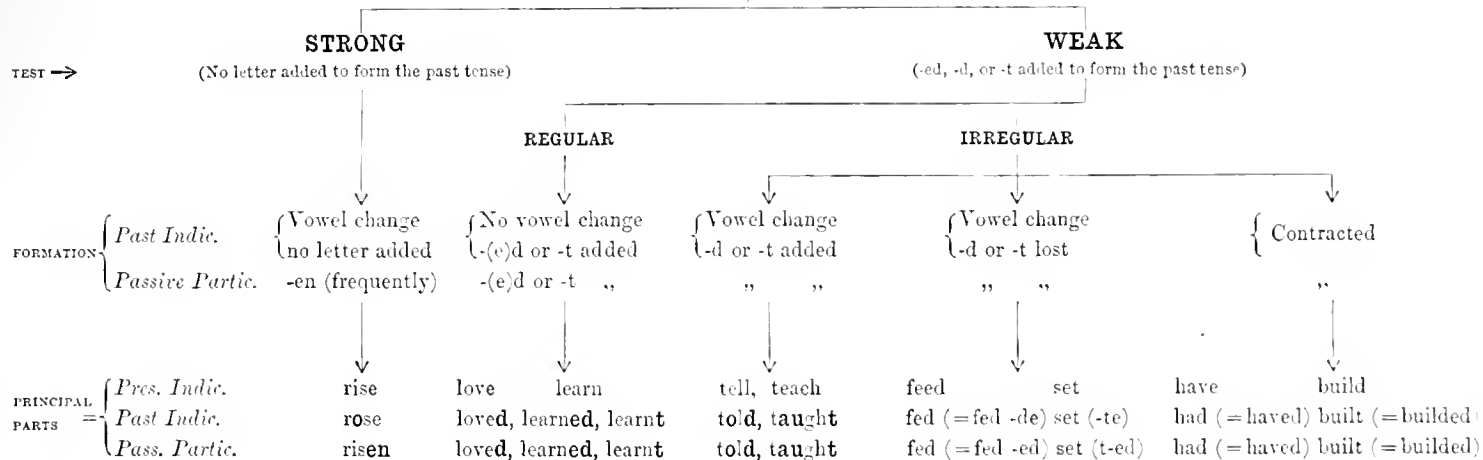
Strong verb: take, takest, taketh or takes; took, tookst; taking, taken.

Weak verb: love, lovest, loveth or loves; loved, lovedst; loving.

VERBS (iii)

(f) CONJUGATION

The complete collection of the various forms of the Verb.



SOME PECULIARITIES IN CONJUGATION.

PARTLY STRONG, PARTLY WEAK.

go — gone
— went —

ONCE STRONG, NOW WEAK.

brew, brewed, brewed.

DEFECTIVE.

shall, should, —

ONCE WEAK, NOW STRONG.

stick, stuck, stuck.

STRONG AND WEAK.

awake awoke awoke
awake awaked awaked.



ADVERBS

I. Definition

An **Adverb** is a word that goes with (or qualifies) a Verb, an Adjective, or another Adverb.

N.B.—The Verb, Adjective, or Adverb is qualified as to Time, Place, Manner, Cause, etc.

II. Kinds of Adverbs

| | | | | |
|--------------------|------------------|--------------------|-------------------|------------------|
| TEST QUESTION ———> | TIME (when ?) | PLACE (where ?) | MANNER (how ?) | CAUSE (why ?) |
|--------------------|------------------|--------------------|-------------------|------------------|

When, where, etc., are often called **Relative Adverbs**. They are partly conjunctive : e.g. I know the place where (= in which) he lived.

III. Inflection of Adverbs

COMPARISON

N.B.—Many Adverbs are not compared ; some are compared regularly ; others, irregularly.

| | | | | |
|-----------|--|-----------------------------------|----------------|--|
| * Degrees | { POSITIVE COMPARATIVE SUPERLATIVE | formed from the positive by using | { more most | { sweetly. more sweetly. most sweetly. |
|-----------|--|-----------------------------------|----------------|--|

PREPOSITIONS

I. Definition

By a **Preposition** a noun or a pronoun is joined to another word.

II. Kinds of Prepositions

| | |
|-------------------------|------------------------------|
| SIMPLE (<i>up</i>) | COMPOUND (<i>on-er</i>) |
|-------------------------|------------------------------|

III. Construction

| | | |
|---------|-----------------------------|------------------------------|
| Noun | } + PREP. + Noun or (Pron.) | Wheels within wheels. |
| (Pron.) | | The distance from you to me. |
| Adj. | | The sun is dark to me. |
| Verb | | He leaned on his stick. |
| Adv. | | Clearly to the point. |

CONJUNCTIONS

I. Definition

A **Conjunction** is a word that joins sentences.

II. Kinds of Conjunctions

| | |
|--|--|
| CO-ORDINATE join Principal Sentences together. | SUBORDINATE join Clauses to principal sentences. |
|--|--|

III. Minor Classes

| | | | |
|--------------------|---------------|------------|-------------------|
| + | | + | |
| 1. AND | (Cumulative) | 1. BECAUSE | (Reason, etc.) |
| 2. BUT | (Adversative) | 2. IF | (Condition, etc.) |
| 3. EITHER . . . OR | (Alternative) | 3. THAT | (Purpose, etc.) |
| 4. THEREFORE | (Illative) | + 4. UNTIL | (Time) |

INTERJECTIONS

An **Interjection** is a word that stands in no grammatical relation to other words in the sentence. It is a mere exclamation expressive of pain, surprise, joy, or some such emotion : e.g. oh ! alas ! hurrah !



SYNTAX (i)

Syntax (a Greek word) means **arrangement**. The rules of Syntax state the **relations that words bear to each other** in a sentence,—the **Concord**, or **agreement**, of some; the **Government**, or **influence** that some exercise on others; their **Order**, or **sequence**.

The chief Combinations of words.

PREDICATIVE
(Verb and Subject).

ATTRIBUTIVE
(Noun and Adjective).

OBJECTIVE
(Verb and Object).

ADVERBIAL
(Adverb and Verb, etc.).

i. Syntax of Nouns

1.
The NOMINATIVE

- (1) The **SUBJECT** of a Finite verb: The *sun* rises.
 (2) **After TO BE** and other **Appositional** or **Copulative Verbs** (e.g. seem, remain, be-called, etc.): *John* is a *merchant*.
 (3) The **Nominative in Apposition** with another noun: Harold, the *king*, died. It is true *that he died*. [Adjectival in character.]
 [Idiom: The island of Sicily = the island Sicily; manner of man = (O.I.) manner man.]
 (4) The **Nom. Absolute** = $\left\{ \begin{array}{l} \text{NOUN} + \text{ABL.} \\ \text{NOUN} + \text{PART.} \end{array} \right\}$ followed by *no finite verb*: The *sun having risen*, the mist dispersed. [Adverbial in character.]
 (5) The **Nom. of Address** = THE **VOCATIVE** followed by *no finite verb*: *John*, tell me the story. [Interjectional in character.]

2.
The POSSESSIVE

qualifies a noun. N.B. The first of two possessives joined by **and** drops the 's: Bryant and May's Matches. [Adjectival in character.]

3.
The OBJECTIVE

- DIRECT**
(=ACCUSATIVE)
- (1) The **OBJECT** of Transitive Verbs, personal or impersonal, finite or infinite: I see the *man*. Seeing my *friend*, I ran forward. It grieves me.
 (2) **Two Accusatives** after **make, appoint, create, etc., ask, teach**. The king made *him general*. (The second is called the **factitive object**.)
 (3) The **Retained Accusative** after a passive verb. He was asked a *question* (from: They asked *him a question*).
 (4) The **Accusative and Infinitive** or the **Accusative and Participle**: I heard *her sing*; I saw *him coming*.
 (5) The **Cognate Accusative** after certain intransitive verbs used transitively: To dream a *dream*.
 (6) The **Acc. in apposition** with another acc.: He defeated Harold, *king of England*. [Adjectival in character.]
 (7) The **Accusative of Measurement**: he walked a *mile*; it weighed a *pound*. [Adverbial in character.]
 (8) **After Prepositions**: in a *moment*.

DIRECT and INDIRECT after the verbs **GIVE, show, promise, lend, tell, etc.** She gave *me* a *rose*.

(N.B.—Either **Dat.** or **Acc.** may become the subject of the passive verb: *I* was given a *rose*, or *A rose* was given *me*.)

INDIRECT
(=DATIVE)

- (1) **After certain impersonal verbs**: it seems, *me* thinks, it pleases: if *you* please (=if it please *you*): woe worth (=be to) the *day*.
 (2) **After certain adjectives**: near, nigh, next, like; dear to, similar to, etc.; worth [in "worth one's *while*" (=an *old genitive*)].
 (3) The **Ethical Dative** adds liveliness and interest to the statement: e.g. "he plucked *me* ope his doublet."



SYNTAX (ii)

ii. Syntax of Pronouns

1. CONCORD. 1. Pronouns (**personal or relative**) agree with the nouns they represent in **gender, number, and person**; but their **case** depends on the construction of the clause in which they stand. The *man* **whom** you see was there. The *man* **whose** bag was lost came in. The *man* **who** had spoken, stepped forward. It is *I* **who** am in fault.
- nom. obj. nom. poss. nom. nom.
2. When two subjects are separated by **or** or **nor**, the verb agrees with the latter: neither you *nor* he *was* wrong.
(N.B.—This rule is not always adhered to.)
2. USE OF CERTAIN PRONOUNS. 1. **Who, that, which, what**
- who

↑

PERSONS

Use

↓

for

that

←

for

↓

THINGS

which

↑

what
2. Use **as** after *such, same, so much, so great*: They are *such as* they have ever been.
3. „ **but**=**who**+**not** (“The Negative Relative”): There was none **but** saw him
4. „ **what** when no antecedent is expressed: I know **what** you mean.
5. „ **that** to describe: The house **that** Jack built. The lady **that** pitied the poor.
6. „ **who, which**, to give additional information (=and he, =and it, etc.): I knew that the man, **who** (=and he) was ill, could not answer.
3. ORDER OF PERSONAL PRONOUNS. Sing. 2d, 3d, 1st:—You and I; you and he; he and I.
Plur. 1st, 2d, 3d:—We and you; we and they; you and they.

iii. Syntax of Adjectives

1. CONCORD. In O.E. adjs. agreed with their nouns in gender, number, and case. **This** (pl. **these**), and **that** (pl. **those**) still agree with their nouns in number. Other adjs., if used in the plural, become nouns: **goods**.
2. USE OF ADJECTIVES.
- {

(1) **attributive**: when **not separated from its noun** by “to be,” or other appositional verb: The *good* man comes; he is a *good* man.

(2) **predicative**: when used along with “to be,” etc., to form the **complement** of a sentence: He is *good*.
N.B.—Certain adjs. are used **predicatively only**: well, afraid, mine, etc. (and very often), glad, sorry.

(3) **factitive**: the adjective that follows the object of **MAKE** (facio), etc.: They made us *happy*.

(4) **as a noun**: The *good* are not always happy.

(5) **as an adverb**: Run *quick* (=quickly). [Explained by loss of the old adverbial termination -e: *brighte* = *brightly*.]
3. USE OF COMPARISON. The Comparative is used **for two** (Of the *two* boys, John is the *taller*); the Superlative **for more than two** (the *tallest* of all).
(NOTE.—The “Superlative of pre-eminence”: truest friend=very true friend.)



SYNTAX (iii)

iv. Syntax of Verbs

1. CONCORD. (1) A **Finite Verb** agrees with its **Subject** (=Nom. Case) in **number** and **person**: *He writes. They write.*
- (2) Two singular nominatives joined by **and** require a **plural** verb: The captain *and* the mate **were** there.
N.B.—1°. The captain (*as well as* his men) **was** there. 2°. The captain (*with* his men) **was** there.
- (3) Two or more singular subjects joined by **or** or **nor** require a **singular** verb: *Either* the captain *or* the mate **was** there.
N.B.—Either the captain *or* his men **were** there.
- (4) A **collective noun** may take either a **singular** or a **plural** verb according to its meaning: { The crowd (*one by one*) **have** stoned the policemen.
The jury (*as a body*) **has** chosen a foreman.
- (5) **Each, every, either, neither** (as pronouns or as adjectives) require a **singular** verb: Each (boy) **knows** the rule.
2. GOVERNMENT. Note carefully (r. Table X.) the cases governed by (1) **Ordinary transitive verbs**; (2) **MAKE, ASK, TEACH**; (3) **GIVE**, etc.
3. USE OF THE MOODS. (r. Table VI.)
- NOTES ON THE SUBJUNCTIVE: (a) The inflected subj. (now rare) is used after **If; though; (so) that, lest; till, ere**, etc.
(b) The clause introduced by such conjunctions is called the **antecedent (subordinate)**; and usually comes first.
The sentence on which it depends is called the **consequent (principal)**; and usually comes last.
- NOTE ON THE INFINITIVE: The **Infinitive without to** occurs after { (1) The Auxiliaries **have, shall, will, do**.
(2) **may, can, must, let**.
(3) **see, hear, feel; bid, dare, make, etc.**
4. SEQUENCE OF TENSES. (1) Contemporaneous actions should be expressed in the same tense.
N.B.—The **Historic Present** (*i.e.* a present tense to describe vividly a past event) may occasionally be used.
(2) The verb in a dependent clause must have the tense of the verb in the principal sentence.

v. Syntax of Adverbs

- (a) Place the adverb as near as possible to the word it modifies.
- (b) Some adverbs seem to govern prepositions. In reality they govern the prepositional phrase.
- He ran *down to the sea*.

vi. Syntax of Prepositions

- (a) All prepositions govern a noun or a pronoun in the objective case.
- (b) Prepositions usually precede the word they govern: sometimes they may come after the relative.
- I did not know the gentleman *that* you spoke *to*.
- (c) Certain verbs, nouns, adjectives, require special prepositions: profit by, need of or for, dependent on.

vii. Syntax of Conjunctions

- "The Conjunction does not interfere with the action of a transitive verb or a preposition, nor with the mood or the tense of a verb."
- They are like *him and me*.
- The boy neither *ate, nor* allowed his sister to eat.

INTERJECTIONS have no syntax, that is, no grammatical connection with other words in the sentence.



KINDS OF SENTENCES

It is usual to say that there are three kinds of sentences : **Simple**, **Compound**, and **Complex**. These, with their differences, are tabulated below. But very commonly we meet with sentences that are at once compound and complex ; with others that are contracted ; and with yet others that are elliptical. Thus :—

Simple : *The sun rises.*

Compound : *One cometh and another goeth.*

Complex : *Tell me, if you know.*

Compound and Complex :

Come and tell me when you see him.

Contracted (omitted part common to both): *James (went) and John went.*

Elliptical (omitted part not common to both): *He is taller than I am (tall).*

| | SIMPLE. | COMPOUND. | COMPLEX. |
|-------------------------|---------|---|--|
| FINITE VERBS, | one. | at least two. | at least two. |
| CLAUSES, | — | Two or more Co-ordinate (of equal rank). | One Principal , and at least one Subordinate (dependent). |
| CONNECTIVES, | — | Co-ordinate Conjunctions. 1. AND, etc. (Cumulative). 2. BUT, etc. (Adversative). 3. EITHER... OR, etc. (Alternative). 4. THEREFORE, etc. (Illative). | Subordinate Conjunctions or Relative Words. IF, WHO, THAT, WHEN, THOUGH, WHERE, etc. etc. |

CAUTIONS IN ANALYSIS.

A. Words omitted :—

- (1) The subject : *Go (thou).*
- (2) The predicate : *James (went) and John went. He is taller than I (am tall).*
- (3) After **than** and **as** : *He looks as (he would look) if he were ill.*

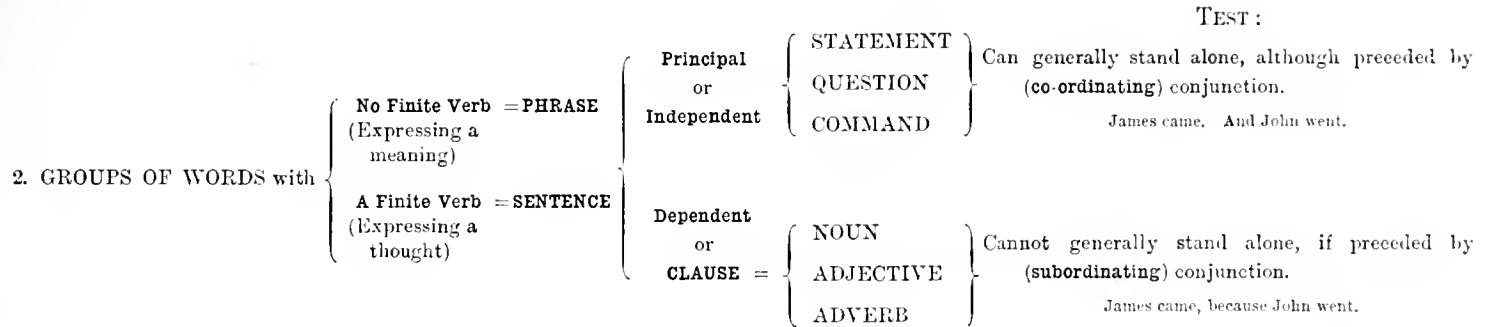
Supply all omitted words before attempting to analyse.

B. Relative sentences :—

- (1) Are not always subordinate : *It was wet, which (=and this) was disappointing.*
- (2) If subordinate, they may be Noun clauses or Adjective clauses :
I heard who spoke (= noun).
The thief that stole the money was caught (=adj.).
- (3) The Relative Adverbs may introduce Noun or Adjective clauses :
I know where your book is (= noun).
I saw the grave where the great traveller rests (= adj.).

ANALYSIS

1. Language presents us not only with single words, but with various kinds of groups of words.



3. **Word, Phrase, Clause** : The same meaning may sometimes be expressed in three ways :

| | | |
|------------|-----------------|---------------------|
| a wise man | a man of wisdom | a man that is wise. |
| WORD | PHRASE | CLAUSE |

4. A **sentence**, then, is a combination of words expressing a complete thought.

5. To analyse a sentence is to take it to pieces for the purpose of ascertaining how its parts are related.

6. Every sentence must consist of at least two parts : the thing spoken of (= **THE SUBJECT**) ; what is said about it (= **THE PREDICATE**).

7. In Analysis, **Enlargement** means the relation existing between Noun and Adjective ; and **Extension**, that between Verb and Adverb, etc. Wherever, therefore, a noun occurs in the sentence there may be an enlargement ; and similarly there may be an extension of any verb, adjective, or adverb.

ANALYSIS OF SENTENCES

| LOGICAL Subject | | LOGICAL Predicate | | | |
|----------------------------|--|---|--|--|--------|
| ENLARGEMENT | GRAMMATICAL SUBJECT | GRAMMATICAL PREDICATE | OBJECT OF COMPLEMENT | EXTENSION | |
| ADJECTIVE or FOR-ADJECTIVE | NOUN or FOR-NOUN | FINITE VERB | | ADVERB or FOR-ADVERB | |
| WORD | 1. Adjective. 2. Possessive Case. 3. Noun in Apposition. | INCOMPLETE PREDICATE. 1. Transitive Verb. | OBJECT. ~~~~~ Direct { 1. one accusative. 2. two accus. after MAKE, ASK, etc. 3. acc.+inf. 4. acc.+partic. Direct and Indirect { 5. after GIVE, etc. Indirect { 6. After some Im- personal Verbs. | 1. Adverb. 2. Adjective used as Ad- verb. | WORD |
| PHRASE | 4. Adjective Phrase. 5. Participle or Participial Phrase. 6. Gerundial Infinitive. 7. Prepositional Phrase | 2. Appositional or Copulative Verb. [e.g. TO BE (when not = to exist).] | COMPLEMENT. ~~~~~ 1. Noun or For-Noun. 2. Adjective or For-Adjective 3. Adverb or For-Adverb 4. Phrase (adverbial). | 3. Noun Phrase. 4. Participial Phrase (esp. nomin. absol.). 5. Gerundial Infinitive. 6. Adverb Phrase. 7. Prepositional Phrase. | PHRASE |
| CLAUSE | 7. Quotation. 8. Adjective Clause. 9. Noun Clause. | COMPLETE PREDICATE. 3. Intransitive Verb. | | 10. Adverb Clause. | CLAUSE |

Adj. Phr. a boy *careless of conduct*.Prep. Phr. flowers *in the woods*.Noun Phr. hand *in hand*.Adv. Phr. very well *indeed*.Quot. "No, *sir!*" he replied.Adj. Clause: This is the house *that Jack built*.Noun Clause: We know *that this is true*.Adverb Clause: He spoke *as a man should speak*.

SCHEMES FOR ANALYSIS (i)

Of the following schemes for analysis, II. is superior to I. and ought to be adopted by at least advanced pupils; III. and IV. will often be found useful to show at a glance the inter-relation of the parts of a sentence. The comparative merits of the schemes can best be shown by the working out of an example.

“But know we not that he, who intermits
The appointed task and duties of the day,
Untunes full oft the pleasures of the day,

Checking the finer spirits that refuse
To flow, when purposes are lightly changed?”
(Wordsworth.)

SCHEME I.

| SENTENCE | KIND OF SENTENCE | CONNECTIVE | ENLARGEMENT OF SUBJECT | SUBJECT | PREDICATE | ENLARGEMENT OF OBJECT | OBJECT | EXTENSION OF PREDICATE |
|--|--|-------------|----------------------------|----------|-------------|----------------------------|--------------|---|
| A. But know we not | Principal Sentence | But | | we | know | | (sentence B) | not (<i>negation</i>) |
| B. that he untunes full oft the pleasures of the day checking the finer spirits | Subordinate Noun Obj. of <i>know</i> in sentence A | that | checking the finer spirits | he | untunes | the of the day | pleasures | full oft (<i>degree</i>) |
| C. who intermits the appointed task (of the day) | Subordinate Adjective to <i>he</i> in sentence B | <i>who</i> | | who | intermits | the appointed (of the day) | task | |
| D. and (who intermits the appointed) duties of the day | Subordinate Adjective to <i>he</i> in sentence B . Coordinate (cumulative) with C | and | | (who) | (intermits) | (the appointed) of the day | duties | |
| E. that refuse to flow | Subordinate Adjective to <i>spirits</i> in sentence B | <i>that</i> | | that | refuse | | to flow | |
| F. when purposes are lightly changed | Subordinate Adverb (<i>time</i>) to <i>refuse</i> in sentence E | <i>when</i> | | purposes | are changed | | | when (<i>time</i>) lightly (<i>mode</i>) |

SCHEMES FOR ANALYSIS (ii)

SCHEME II.

(i) GENERAL ANALYSIS

| | |
|-------------------------|---------------------------|
| A. But know we not | Principal Sentence. |
| B. that he untunes full | Subordinate Noun Clause, |
| oft the pleasures, etc. | obj. of <i>know</i> in A. |
| etc. | etc. |

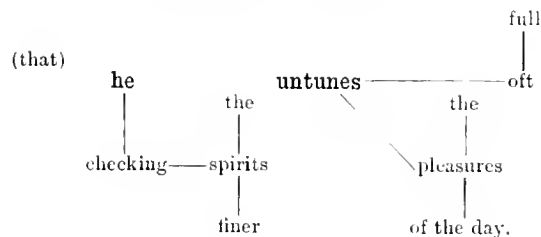
(ii) DETAILED ANALYSIS

(Sentence B for example.)

| | | | |
|------------|------------------------------|------------------|---------------------------|
| 1. that | connective. | 6. the pleasures | obj. (with attrib. of 3). |
| 2. he | subj. of 3. | 7. of the day | prep. (adj.) phr. to 6. |
| 3. untunes | pred. of 2. | 8. checking | partic. (adj.) to 2. |
| 4. full | adv. (<i>degree</i>) to 5. | 9. the finer | adjs. to 10. |
| 5. oft | adv. (<i>time</i>) to 3. | 10. spirits | obj. of 8. |

SCHEME III.

"MAPPING OUT"

(Sentence B for example.)

SCHEME IV.

TO EXHIBIT DEGREES OF SUBORDINATION

Let P = principal sentence

n = noun clause

a = adj. clause

α = adv. clause

Read n¹ = noun clause in the

first degree of subordination,

etc.

Thus the Complex sentence of Scheme I. may be thus symbolically represented :

P, n¹, a² — — —
 a² or even thus —
 a², α³ — — —

The connections between principal sentences might be thus shown :

Let + = AND, etc., — = BUT, etc., ∴ = OR, etc., ∴ = THEREFORE, etc.

SCHEME FOR PARSING

* Contractions to be used in parsing. Short words like *Noun*, *Verb*, should not be contracted.

NOUN

1. **Kind** : *Prop., Com., Abstr., Coll.
2. **Number** : Sing., Plur.
3. **Gender** : Masc., Fem., Com., Neut.
4. **Case** : Nom., Poss., Dir. Obj., Indir. Obj., Nom. of Addr.
5. **Syntax** : Subj. of —, Obj. of —, in apposit. with —, etc.

PRONOUN

1. **Kind** : Pers., Dem., Interrog., Rel., Indef.
2. **Person** : 1st, 2nd, 3rd.
3. **Number** : Sing., Plur.
4. **Gender** : Masc., Fem., Com., Neut.
5. **Case** : Nom., Poss., Dir. Obj., Indir. Obj., Nom. of Addr.
6. **Syntax** : $\left\{ \begin{array}{l} (a) \text{ Subj. of —, Obj. of —, in apposit. with —, etc.} \\ (b) \text{ Anteced. —. (For Relatives.)} \\ (c) \text{ Attrib. of —. (For Possessives and all adj. prons.)} \end{array} \right.$

ADJECTIVE

1. **Kind** : Qual., Quant. (Numb.), Dem.
2. **Degree** : Pos., Compar., Superl.
3. **Syntax** : Attrib. of —, Predic. of —, used factitively.

ADVERB

1. **Kind** : Time, Place, Man., Deg., Cause, etc.
2. **Degree** : Pos., Compar., Superl.
3. **Syntax** : Qualif. —.

PREPOSITION

1. **Syntax** : $\left\{ \begin{array}{l} (a) \text{ Gov. —.} \\ (b) \text{ Joining — to —.} \end{array} \right.$

THE VERB FINITE

1. **Kind** : Trans., Appos. (or Copul.), Intrans.
2. **Conjugation** : Weak, Strong.
3. **Voice** : Act., Pass.
4. **Mood** : Indic., Imper., Subj.
5. **Tense** : $\left\{ \begin{array}{l} (a) \text{ Time : Pres., Past, Fut.} \\ (b) \text{ State : Indef., Imperf., Perf.} \end{array} \right.$
6. **Person** : 1st, 2nd, 3rd.
7. **Number** : Sing., Plur.
8. **Syntax** : $\left\{ \begin{array}{l} (a) \text{ Subj. — (For every finite verb.)} \\ (b) \text{ Objs. — (For every trans. verb.)} \\ (c) \text{ Comple. — (For every appos. verb.)} \end{array} \right.$
9. **Parts** : Pres. Indic., Past Indic., Pass. Partic.

THE VERB INFINITIVE

INFINITIVE

1. **Kind** : Trans., Appos., Intrans.
2. **Conj.** : Weak, Strong.
3. **Voice** : Act., Pass.
4. **Infinitive Mood**.
5. **Tense** : $\left\{ \begin{array}{l} (a) \text{ Time : Pres., Past, Fut.} \\ (b) \text{ State : Indef., Imperf., Perf., Prog.} \end{array} \right.$
6. **Used as** : $\left\{ \begin{array}{l} (a) \text{ Noun.} \\ (b) \text{ Adj. (Gerundial).} \\ (c) \text{ Adv. (Gerundial).} \end{array} \right.$
7. **Syntax** : $\left\{ \begin{array}{l} (a) \text{ See Syntax of Noun, Adj., Adv.} \\ (b) \text{ Obj. —} \end{array} \right.$

GERUND

1. **Kind** : Trans.
2. **Conj.** : Weak, Strong.
3. **Voice** : Act.
4. **Gerund**.
5. **Case** : Nom., Obj.
6. **Syntax** : $\left\{ \begin{array}{l} (a) \text{ See Syntax of Noun.} \\ (b) \text{ Obj. —} \end{array} \right.$

PARTICIPLE

1. **Kind** : Trans., Appos., Intrans.
2. **Conj.** : Weak, Strong.
3. **Voice** : Act., Pass.
4. **Partic.**.
5. **Tense** : $\left\{ \begin{array}{l} (a) \text{ Time : Pres., Past, Fut.} \\ (b) \text{ State : Indef., Imperf., Perf.} \end{array} \right.$
6. **Syntax** : $\left\{ \begin{array}{l} (a) \text{ See Syntax of Adj.} \\ (b) \text{ Obj. —} \end{array} \right.$

CONJUNCTIONS

1. **Kind** : Co-ord., Subord.
2. **Syntax** : Joining (subj. + verb) to (subj. + verb).

INTERJECTIONS

1. **Interjection**, expressing surprise, pain, etc.



UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles

This book is DUE on the last date stamped below.

REC'D LD-URL
JUN 10 1988
JUN 14 1988
Thomas G. Hall

THE LIBRARY
UNIVERSITY OF CALIFORNIA
LOS ANGELES

GAYLAMOUNT
PAMPHLET BINDER

~
Manufactured by
GAYLORD BROS. Inc.
Syracuse, N. Y.
Stockton, Calif.

3 1158 01262 7534



AA 000 357 445

